



# Charleville State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education



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## School Overview

Charleville State High School delivers a quality secondary education for students in Years 7 – 12 and is the only secondary school within the Murweh Shire. Charleville State High School strives to create opportunities for our students so that each one can discover and develop their academic and extracurricular strengths. Charleville State High School has the motto, "The sky's the limit" and we encourage our students to aim high to achieve their potential.

Our school has a proud tradition of offering quality curriculum and vocational education offerings to our students. Charleville State High School prides itself on being able to prepare students for their future upon successful completion of formal schooling. Our staff are second-to-none, and take great pride in ensuring that the curricular and extra-curricular aspects that are delivered are of a very high standard. The school prides itself on positive partnerships with the local community and with local business. These positive relationships contribute to the high level of participation in work experience, School Based Traineeships and School Based Apprenticeships.

Charleville State High School continually strives to improve and offer the best learning environment and opportunities for each of our students. Considering our rural and remote location, our students often have access to many more opportunities that are not available to students located in larger centres, through the support of the school and the enthusiasm, effort and commitment of our excellent staff.

## Principal's Foreword

### Introduction

The following report gives an overview of all aspects of Charleville State High School for 2017. The report will highlight student enrolment numbers and attendance. It will outline the key initiatives of the school and the focus areas of the school for its students in 2017 and beyond.

The report will also summarize student outcomes for 2017, both in the Junior School and the Senior School, and will display key School Opinion Survey data for Students, Parents and Staff.

#### **School Progress towards its goals in 2017**

- Consolidation and refinement of Positive Behaviour for Learning initiative.
- Focus on quality teaching practices
- Implementation and consolidation of successful three tiered reading program
- Coaching and Mentoring program, focused on specific improvement in areas of pedagogy
- Expansion of VET offerings in Senior Secondary Department
- Begin preparation for ATAR/SATE with students, parents and staff
- Establishment of specific pedagogical expectations for students within the distinct phases of Junior and Senior Secondary



## Future Outlook

In 2018, Charleville State High School will continue its pursuit of excellence through ensuring our Explicit Improvement Agenda continues to be met. Our Explicit Improvement Agenda dictates everyday practice. The Explicit Improvement Agenda is based on four key areas:

• Literacy and Numeracy • Student Outcomes • Quality Teaching • Positive Partnerships

Key strategies to ensure the achievement of our Explicit Improvement Agenda include:

- 1) Further embedding of our Coaching and Mentoring model aimed at improving the quality of instruction within classrooms to ensure improved student outcomes. Continued consistent application of Pedagogical Minimum Expectations for both Junior Secondary and Senior Secondary departments
- 2) Continue building the leadership capacity within the school and ensure Instructional Leadership is embedded and enacted throughout the leadership team.
- 3) Continued development of partnerships with local community and business organisations to place students wishing to complete a School Based Traineeship or School Based Apprenticeship.
- 4) Consolidation of our Pastoral Care program
- 5) Further consolidation of the “Adopt an Elder” program and employment of Community Education Counsellor.
- 6) Consolidation of Senior Secondary Accountability Program and the employment of a full time Youth Support Coordinator to assist our students who are at risk of disengaging from school.
- 7) Consolidation of Junior Secondary practices to accommodate students entering school in both year 7 and year 8.
- 8) Consolidation of PBL program and saturation of school expectations (4 B's) and school values (4 V's). Embedding of Starbucks rewards process and establishment of common language e.g. “The Charleville High Way”.
- 9) Continue to employ additional staff and Head of Department to work with students in Years 7 – 12 to reduce class sizes to allow for more targeted support of students. Continue with the expansion of the three-tiered school reading program.
- 10) Further expansion of our three tiered reading program, Multilit, LLI and DRTA.
- 11) Employment of additional staff to assist with the improvement of student spelling
- 12) Continued improvement of school practices and structures around inclusive education

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	261	122	139	72	91%
<b>2016</b>	264	124	140	74	89%
<b>2017</b>	274	132	142	79	90%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our school draws students from five feeder primary schools located within the Murweh Shire. The students of Charleville State High School come from urban and rural backgrounds. In 2015 with the introduction of Year 7 into high school, our student population increased and this has been maintained.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	22	19
Year 11 – Year 12	15	15	16

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Charleville State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that our students have access to a curriculum that is on par with the curriculum offered in the larger metropolitan areas.

Years 7-10 students engage with effective and innovative programs developed from the Australian curriculum documents, while the year 10-12 students are engaged in quality accredited programs developed from QCAA syllabus documents, VET programs and certificate courses.

The curriculum allows for student progression based on student's career objectives. In particular Charleville State High school offers:

- High participation in School Based Traineeships/Apprenticeships in the Senior Phase

- Full academic program enabling students to engage and qualify in OP pathway courses of study, complimented by a range of VET courses
- Agricultural Science program delivered on site in the junior school.
- Targeted classes in Years 7-10 to support students with U2B Naplan data and/or exceptional other educational data
- A comprehensive industrial technology program across all year levels and linking in with outside providers, utilizing an exceptional facility
- Effective Home Economics and Hospitality programs utilizing industry standard facilities
- ICT embedded into all curriculum areas, with significant student access to technology, including school laptop program for years 10 to 12 students.

## Co-curricular Activities

Students of Charleville State High School can participate in a wide range of extra-curricular activities. These include:

- Instrumental Music Program
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- Weekly homework program
- LLI and multilit reading programs
- The school runs a number of camps for students in Year 7, 9 and 11 as well as a numerous subject based or enrichment excursions.
- Sports Tour (Netball/Rugby League)
- All Schools Touch Tour
- All Schools Volleyball Tour
- Student opportunities and participation in leadership activities and community involvement.
- Beyond Year 10 Camp
- ANZAC day community events
- NAIDOC week celebrations
- The Entrepreneurs of Tomorrow program
- Human Powered Vehicles (HPV) races

## How Information and Communication Technologies are used to Assist Learning

The school facilities continue to develop with wireless networks operating across all buildings within the school. Each classroom is equipped with data projectors to ensure that teachers are able to utilize technology in delivery of engaging lessons for students. The school library provides access to computers for classes to utilize, as well as enabling access to computers for students before and after school, and during lunch breaks.

The school also maintains two full classes of desktop computers for class use, while there is the provision of laptop devices for students within Years 10 – 12 through the school's laptop hire scheme.

ICT's are integrated across all curriculum areas, and include other technological devices such as I pads and mobile apps. School robotic kits are used to embed STEM into the school, while the school continues to develop learning opportunities for students in regards to drone technology.

## Social Climate

### Overview

Charleville State High School strives to be a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behavior built on respect and the acknowledgement of responsibility. Our expectations (4 B's) and our values (4 V's) program is designed to promote and develop positive relationships between all members of our school community.

Student leadership is fostered through an active Student Council and School Captains (both Junior and Senior Secondary). A valued support team that includes School Chaplain, School Based Youth Health Nurse, Community Education Counsellor, Youth Support Coordinator and Guidance Officer, ensures that students and school community members are well supported.

The school endeavors at all times to adopt inclusive practices, as well as differentiating for the individual learning needs of students, to ensure every student has the opportunity to grow and succeed.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure



Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	100%	100%	90%
their child likes being at this school* (S2001)	100%	94%	95%
their child feels safe at this school* (S2002)	100%	100%	86%
their child's learning needs are being met at this school* (S2003)	100%	94%	81%
their child is making good progress at this school* (S2004)	100%	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	90%
teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
teachers at this school treat students fairly* (S2008)	100%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	85%	100%	95%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	71%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	100%	100%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	88%	83%
they like being at their school* (S2036)	85%	76%	63%
they feel safe at their school* (S2037)	93%	83%	79%
their teachers motivate them to learn* (S2038)	96%	91%	87%
their teachers expect them to do their best* (S2039)	99%	97%	91%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	86%
teachers treat students fairly at their school* (S2041)	79%	70%	58%
they can talk to their teachers about their concerns* (S2042)	88%	78%	56%
their school takes students' opinions seriously* (S2043)	87%	74%	59%
student behaviour is well managed at their school* (S2044)	76%	68%	44%
their school looks for ways to improve* (S2045)	96%	86%	75%
their school is well maintained* (S2046)	91%	92%	75%
their school gives them opportunities to do interesting things* (S2047)	92%	92%	76%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	97%
they feel that their school is a safe place in which to work (S2070)	100%	98%	91%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	96%	96%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	88%	74%
students are encouraged to do their best at their school (S2072)	100%	100%	91%
students are treated fairly at their school (S2073)	96%	94%	64%
student behaviour is well managed at their school (S2074)	98%	93%	55%
staff are well supported at their school (S2075)	93%	94%	76%
their school takes staff opinions seriously (S2076)	98%	94%	71%
their school looks for ways to improve (S2077)	100%	100%	94%
their school is well maintained (S2078)	93%	100%	97%
their school gives them opportunities to do interesting things (S2079)	93%	92%	88%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Charleville State High School values the input and contributions made by the parents and caregivers of our students. Parents and caregivers are encouraged to participate in the school through membership of the P and C, and other committees. The school recognizes the importance of parent involvement and holds a range of information sessions to encourage parents into the school to build productive working relationships between the parent and staff population of the school.

The school provides the opportunity for parent teacher interviews throughout the year, to ensure that the relationship between parents and teachers is developed to help support and ensure the success of each student.

An indigenous education community meeting occurs regularly throughout the year, to discuss educational outcomes for indigenous students and to work on strategies to close the gap in indigenous education.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is based around the schools 4B's of: Be Respectful, Be Responsible, Be a Learner, and Be Safe, as well as our school values of: Organisation, Integrity, Cooperation and Resilience.

The school uses the Program Achieve resources and model to plan and implement a Pastoral Care program from years 7-12.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	93	79	123
Long Suspensions – 11 to 20 days	2	0	5
Exclusions	0	2	1
Cancellations of Enrolment	2	1	4

## Environmental Footprint

### Reducing the school's environmental footprint

The School has enacted a number of initiatives to monitor and efficiently use resources of electricity and water within the school. This includes working with council and the department on the maintenance and repair of the water bore within the school. This also includes initiatives such as setting air conditioners and reverse cycle heaters to optimum temperatures to ensure the most cost and energy efficient use of these resources.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	219,937	
2015-2016	210,521	420
2016-2017	217,002	420

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



# Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	20	<5
Full-time Equivalents	33	15	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	7
Bachelor degree	15
Diploma	1
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$20 260.00

The major professional development initiatives are as follows:

- Mandatory (Induction) Professional Developments – Code of Conduct, Child Protection, Curriculum Activity Risk Assessment, Health, Safety and Well-being, Internal Controls, Asbestos, WHS
- QCAA – SATE/ATAR curriculum training
- Beginning Teacher
- Curriculum planning and Assessment
- Literacy
- Numeracy
- PBL
- Traineeship and Apprenticeship management
- Explicit Teaching
- Regional Initiatives – Putting Faces to the Data
- Leadership Capabilities

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	78%	80%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

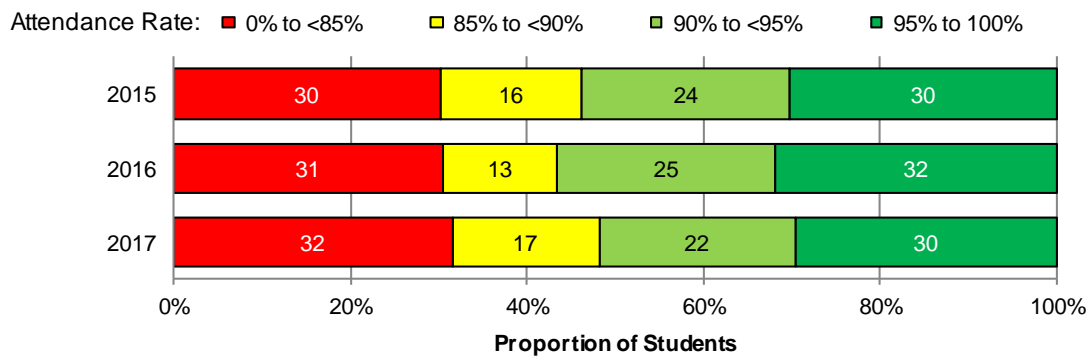
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								90%	90%	85%	87%	82%	89%
2016								91%	86%	85%	86%	85%	86%
2017								87%	89%	86%	81%	84%	89%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked during each scheduled lesson and at form class/assembly each day. Parents and caregivers are informed of absences via an SMS service. There is a documented daily follow up for students that have not been in attendance with an approved reason.

Improving student attendance is a priority within the school. The school employs several strategies and processes to encourage improved student attendance including:

- Rewards program incentives for Form classes with the best attendance each week. This includes a certificate for the class and a slushy voucher for each student in that form class donated by the P&C
- 100% club certificates given to all students who achieve 100% attendance each term.
- Incentive prizes for the Indigenous students that receive the best attendance each term. A prize is given to the best male and female senior, and the best male and female junior. These prizes are donated by the community CWAATCICH foundation.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

Sector:

Government

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Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	35	31	46
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	4
Number of students receiving an Overall Position (OP)	14	8	23
Percentage of Indigenous students receiving an Overall Position (OP)	0%	29%	23%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	8	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	34	31	38
Number of students awarded an Australian Qualification Framework Certificate II or above.	14	16	20
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	35	30	42
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	77%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	88%	52%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	89%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	4	1	5	4	0
2016	1	0	6	1	0
2017	2	7	3	9	2

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	32	6	10
2016	29	16	3
2017	34	15	6

As at 14th February 2018. The above values exclude VISA students.



Vet qualifications completed by students at Charleville State High School in 2016 include:

- Cert 1 in Hospitality
- Cert 1 in Agriculture
- Cert 1 in IDMT
- Cert 1 in Construction
- Cert 11 in Foundational skills for Work
- Cert 11 in Engineering
- Cert 11 in Agriculture
- Cert 11 in Business
- Cert 11 in Hospitality
- Plus, a number of Cert 111 and 1V qualifications completed through successful school based traineeships and apprenticeships with outside providers.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	70%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	89%	82%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.charlevilleshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

If students are leaving Charleville State High School throughout the year, the school strives to engage with the student and their family to ensure that a productive alternative is accessed for the student. In 2017, the following destinations were the outcome for students leaving the school prior to the completion of the 2017 year.

	7	8	9	10	11	12	total
Non-State School or Home Schooling			1				1
Further Education and Training					3		3
Employment					3	2	5
Interstate/ Overseas		1	1		1		3
Enrolled at another Educational Centre							0
Unknown							0

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